

16 KAR 1:010. Standards for certified teachers.

RELATES TO: KRS 161.020, 161.028, 161.030, 161.048(1)(d), 161.095, 161.120

STATUTORY AUTHORITY: KRS 161.020, 161.028(1)(a), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires the Education Professional Standards Board to establish standards for obtaining and maintaining certification. This administrative regulation establishes the standards required for certified teachers to obtain or maintain certification.

Section 1. Teacher Standards for Educator Preparation and Certification prior to July 1, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers until June 30, 2018. (1) Standard 1. Content Knowledge. The teacher shall demonstrate a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

(2) Standard 2. Planning for Instruction. The teacher shall design and plan instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(3) Standard 3. Learning Climate. The teacher shall create and maintain a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(4) Standard 4. Instruction. The teacher shall introduce, implement, and manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(5) Standard 5. Learning Assessment and Results. The teacher shall assess learning and shall communicate results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(6) Standard 6. Technology. The teacher shall demonstrate the implementation of technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

(7) Standard 7. Evaluation. The teacher shall reflect on and evaluate specific teaching or learning situations or programs.

(8) Standard 8. Collaboration. The teacher shall collaborate with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

(9) Standard 9. Professional development. The teacher shall evaluate his or her overall performance with respect to modeling and teaching Kentucky's learning goals, shall refine the skills and processes necessary, and shall implement a professional development plan.

(10) Standard 10. Leadership. The teacher shall provide professional leadership within the school, community, and education profession to improve student learning and well-being.

Section 2. Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator

preparation providers beginning June 30, 2018.

(1) Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

(2) Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

(3) Standard 3. Learning environments. The teacher shall work with others to create environments that:

(a) Support individual and collaborative learning; and

(b) Encourage positive social interaction, active engagement in learning, and self-motivation.

(4) Standard 4. Content knowledge. The teacher shall:

(a) Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and

(b) Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

(5) Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(6) Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

(7) Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

(8) Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

(9) Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

(10) Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

(a) Take responsibility for student learning;

(b) Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and

(c) Advance the profession. (26 Ky.R. 503; Am. 750; eff. 10-11-99; Recodified from 704 KAR 20:730; 7-2-2002; 34 Ky.R. 1074; 1686; eff. 2-1-2008; 43 Ky.R. 1205; eff. 3-31-2017.)